9:Iyer E-4, 5 (ca. 1902-1906) 1912
AWll Kerala AWll
Nayar

fact contained all the rudiments of the State. There was the head-man with his assistants whose duties have been already mentioned. There were also the hereditary village servants (*cheria jenmakkárs*), the village Panchayets or *kúttams*, and the *Kavalai* system of police; and the village watchmen (*kávalkkárs*) with their grain fees, and sacred institutions, with their usual privileges. And finally there were independent Nayar chieftains with their private properties and usual sources of income and taxation.

The village life is simple, delightful, and charming, but it is gradually passing away under the influence of western civilization. It is therefore of some ethnographical interest to preserve an account of it at its period of transition.

The village education may first be taken for treatment. The old village school or pial school masters were called *Ezhuttachans* or *Asáns*, some of whom were maintained by the leading families on small monthly allowances and meals, while others owned schools and lived upon the income derived from the pupils thereof. The education of youths commenced at a very early period, for which an auspicious day, nay, an auspicious hour, generally the *Vijaya Desami* or *Vidyárambham* (beginning of the alphabet) day, the last day of *Desara* in the month of *Kanni* or *Thulám* (September-November) was chosen, when the local *Asán* or any fairly educated man was invited to give the boy his first lesson. In a conspicuous part of the building a bell-metal vessel was placed. On this was spread a thin layer of rice, and on each side of the vessel was placed a bag of rice and paddy, while a lighted lamp was also placed beside it. In front of these sat the infant scholar three or five years of age. The *Asán* or the teacher wrote on the boy's tongue with a gold coin (fanam) the divine invocation *Hari Srec Gana Pata Ye Namah* (Salutation be to Vishnu, Saraswati and Ganapati). The initiation was completed by the teacher holding the boy's ring finger and tracing the letters of the alphabet in the rice in the vessel. The ceremony would then come to an end with a feast to the inmates of the house as well as to friends and relations. After this, he was placed under a teacher who taught him along with others to write the letters of the alphabet on sand. This would go on for a month or two until the